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ABSTRACT

The "Planning for Life Recognition Program" is dedicated to providing career guidance practitioners with tangible examples of effective career planning tools and methods to improve and expand their programs. A variety of career planning program ideas are presented in this compendium. Information from 12 applications chosen by the 1998 review team are abstracted and presented in an easy-to-use format. Because "Planning for Life" is designed to encourage collaborative career planning processes that help youth and adults become active participants in planning their futures, there is special focus on community collaboration. Procedures, program characteristics, and the "Seven Cs of Career Planning" are presented. National honorees include programs for pre-kindergarten through grade 12 and segments of that range, generally secondary schools. For each program the following information is summarized: (1) "Overview"; (2) "Program Characteristics" including clarity of purpose, commitment, comprehensiveness, collaboration, coherence, coordination, competency, and program features; (3) contact information; and (4) commercial and noncommercial materials utilized. Appendices include: "Key Contacts," which includes information for all 1998 applicants; "State Career Guidance Supervisors"; and "U.S. Army Recruiting Command Education Services Specialists." (EMK)

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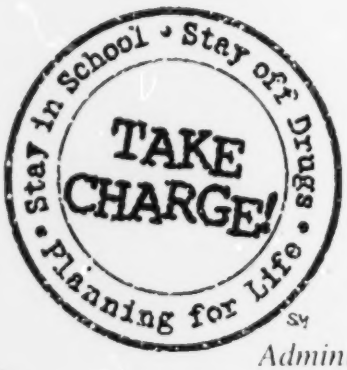
ED 426 342

PLANNING FOR Life

A Compendium of

1998 Nationally Recognized Career Planning Programs



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PLANNING FOR LIFE

A COMPENDIUM OF 1998 NATIONALLY RECOGNIZED CAREER PLANNING PROGRAMS
Fifth Edition

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PREFACE

There is a growing appreciation of the need for schools and agencies to help youth and adults develop plans for their lives. This new appreciation includes the belief that career choice is a process, not an event, which begins early and involves a wide variety of home, school and community experiences. Career planning is central to one's school course selection, achievement, post-secondary education and training choices, and employment decision making. This is why career planning is vital to the nation's Guidance, Goals 2000, School-to-Work and Tech Prep initiatives.

This Compendium provides readers with a variety of career planning program ideas. Information from the 12 applications chosen by the 1998 national review team was abstracted and provided in an easy to use format. It is hoped that the readers will see one or more program features that might represent potential improvement for their programs and will be encouraged to contact the applicant directly.

- The 1995, 1996 and 1997 Compendiums can be accessed in ERIC, Career, Adult and Vocational Education, Center for Education and Training Employment, 1900 Kenny Road, Columbus, OH 43210, www.goarmy.com, or call 1-800-848-4815 Ext. 2-7069.

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1998 National Honorees

CHAPTER I

INTRODUCTION

Career guidance practitioners across the country need tangible examples of effective career planning tools and methods in order to improve and expand their programs. The *Planning for Life Recognition Program* is dedicated to this objective. This book recognizes 12 finalist programs from 28 school applicants in 18 states. It provides proven methods, processes, and tools in rural, urban, and suburban areas, primarily for use in schools from pre-K through post-secondary. Because *Planning for Life* is designed to encourage collaborative career planning processes that help youth and adults become active participants in planning their futures, there is special focus on community collaboration.

The United States Army Recruiting Command and the National Consortium of State Career Guidance Supervisors are committed to promoting the involvement of students, families, business, labor, and educators in partnerships that will enable youth today to "become all they can be" tomorrow. The *Planning for Life Recognition Program* is one way in which this commitment is demonstrated. Through this program, national recognition is given to selected coalition-based programs that have successfully implemented complete and effective career planning opportunities for the youths and/or adults served. State and national recognition of successful local commitment can, in turn, be an incentive for others to become actively involved in coalitions that will benefit youth in their communities.

This *Planning for Life* **Compendium of Nationally Recognized Career Planning Programs** has four purposes:

1. To stimulate program planners to consider varied techniques.
2. To suggest a scope and sequence for the delivery of career planning.
3. To allow the review of one's own career planning program based on nationally accepted criteria.
4. To build awareness of new commercial and noncommercial career planning products and their use.

The programs abstracted in this book followed application procedures that were used in all participating states.

- Schools/agencies receive application materials, guidebooks, and other materials that describe a comprehensive career planning program, how to review one's own program, and how to prepare their school or district application.
- Applications are submitted to the state department of education, state guidance supervisor, where it is then reviewed by a committee of professional experts in the field.
- Applications are selected by each state and submitted to a national panel of professional experts who review and select two programs annually for national recognition.
- All state applicants receive certificates. Those who are selected and sent to the national panel receive wall plaques during a special in-state event. National honorees each receive a trophy of recognition that is presented at a national event.
- All applicant programs are publicized at the national and state level.
- The program prepares and disseminates this book annually to all secondary schools and other interested parties.

CHAPTER II

PLANNING FOR LIFE—PROGRAM CHARACTERISTICS

Career planning for all students is a natural and necessary part of any comprehensive guidance program. The career planning process encourages students to use the totality of guidance experiences to plot a successful future. The individual planning component allows students to participate in a series of structured activities that result in applying decision-making and planning skills to build their futures. The student formulates and brings into focus tentative career goals, selects academic and vocational courses, and identifies the levels of competency, certification and/or achievement necessary to reach the goals. This can be accomplished in a number of ways. For example:

- Portfolios can be used as personalized organizers while the individual is in school.
- Pre-apprenticeship learning may lead to a capstone "world-of-work" experience.
- Written career plans can offer direction and structure for future activities.
- Mentoring relationships provide possibilities for on-going reality testing.

Early, comprehensive and on-going career planning keep career doors open to numerous possibilities and opportunities. An individual's future is limited only by the imaginations of those involved in the planning process. It is this formalized career planning process that this book addresses. It enables students to visualize opportunities and reach their full potential.

The Seven Cs of Career Planning

The National Consortium of State Career Guidance Supervisors identified seven essential elements of career planning. The state guidance supervisors believe these elements encapsulate the common practices in the field. These seven Cs are the standards by which career planning efforts are reviewed and rated in the national *Planning for Life Recognition Program*. They are:

1. **Clarity of Purpose**: Shared understanding of the program's purpose by school, family, business and community.
2. **Commitment**: On-going investment of resources in the program by school, family, business, labor, industry, and community.
3. **Comprehensiveness**: The degree to which the program addresses all participants and ensures that all career and education opportunities are fairly presented.
4. **Collaboration**: The degree to which schools, family, business and community share program ownership.
5. **Coherence**: The degree to which the program provides documented plans for all students and furnishes specific assistance and progress assessment.
6. **Coordination**: The degree to which the program ensures that career planning is developmental and interdisciplinary.
7. **Competency**: Evidence of student competency attainment.

The National Consortium of State Career Guidance Supervisors, with input from national, state and local guidance practitioners has formulated these criteria for review and rating of career planning efforts. These criteria represent the standards against which local career planning efforts are reviewed and evaluated when submitted for consideration in the state and national *Planning for Life Recognition Program*. These criteria are useful in the qualitative review of processes that are already in place, and also as qualitative criteria during the developmental stage.

For career planning efforts already in place, it is suggested that a review team consisting of counselors, teachers, administrators and community members be organized. This team would be responsible for conducting the review of the existing effort and making a qualitative assessment of each component (The Seven Cs) of the career planning process. The criteria listed on the self-evaluation form for each component provides direction. The Program Guidebook provides instructions on how to implement a self-study.

Initially, the school's career planning processes could be rated according to the presence or absence of each of the seven career planning components. After discussion and opportunity for changes to be made, it could be reviewed again with a focus on the quality of the program components. The review could be conducted independently by individual review team members, or it could be conducted collaboratively. Either way, the subsequent group discussion of the rating of each component is an important step in the self-evaluation process. In this way, all concerned parties gain objective insight about the strengths and weaknesses of the career planning process.

Existing Efforts

If a career planning process is just beginning, the criteria for each component can be used in each step of your program design. As the process is developed, the suggested documentation materials can be integrated into the activities. Incorporating quality standards from the beginning will set the stage for an award-winning program. It is suggested that career planning collaborators keep the criteria checklist, found in the Program Guidebook, nearby throughout the design phase to ensure that each component is evident in the overall program.

CHAPTER III

CAREER PLANNING PROGRAM COMPENDIUM

Twenty-eight program applications were submitted for national consideration in 1998 from 18 states. Of these, 12 programs were singled out by the national review panel as being exemplary career planning programs. Two of these programs were then chosen to receive the national *Planning for Life* Award. The project staff has abstracted the dozen programs into this Compendium. The reader is advised that these two-page descriptions are minor reflections of the total application packet submitted.

The abstracts are intended to provide enough information, in a useful format, to allow the reader to skim and identify needed information quickly.

How to Read Abstracts

- **Grade Level Identified**—Lower left hand corner.
- **Overview**—Primary focus of the program.
- **Program Characteristics**—The seven criteria that the consortium has established provide the format for this section. The authors have presented, within each section, information about how the application focused on each criteria.
- **Commercial/Non-Commercial and Local Materials Used**—The authors selected from the program descriptions those commercial and non-commercial materials that appeared to be key to the program delivery.
- **Program Features**—The authors selected a specific number of features that appeared to be unique and/or strong within the programs.

The National Honorees

Deuel School District--Clear Lake, South Dakota

Deuel School's mission statement is based on the philosophy "of developing the total individual, including their economic, cultural, intellectual, physical and social needs." The philosophy is further defined through eight objectives that range from recognizing students' differences and helping them meet their needs through individual learning styles to preparing students for the changing world to providing a program of community education.

Provo Senior High School—Provo, Utah

Provo High School's mission statement is "to provide, in an atmosphere of mutual respect and cooperation, quality teaching and learning that will arm students to strive for excellence, to reach occupational fulfillment, and to succeed in the challenges of today's ever-changing world."

BROWARD COUNTY PUBLIC SCHOOL
FORT LAUDERDALE, FLORIDA

Grade Level: *Pre-K through Twelve*	Demographics: *Urban*

OVERVIEW

With more than 229,598 students, Broward County Public School is the fifth largest school district in the nation, as well as the largest fully-accredited school district. It is universally recognized that graduates of Broward County Public School must be individuals who understand that adult life is purposeful, that the communities and systems in which they live and work can be continuously improved, that using and managing information is critical, that actions have consequence, and that lifelong learning is essential.

PROGRAM CHARACTERISTICS

Clarity of Purpose—The School Board of Broward County has an approved Career Education Plan that clearly articulates to all stakeholders that career education and planning is developmental in nature, starting in pre-K and continuing through the adult level.

Commitment—The School Board of Broward County is fully committed to career education initiatives as evidenced through funding and support. More than 507 counselors are employed in elementary, middle, high and alternative education centers. They also work in adult, peer and family counseling settings. Twenty-nine paraprofessionals are employed in all high schools and selected centers to assist counselors in providing financial aid, scholarships and post-secondary education information.

Comprehensiveness—The Career Education Plan, pre-K through adult, is comprehensive and developmental at each grade. The School-to-Work movement begins in pre-K with emphasis placed on social skills and "What is quality work?" A classroom-driven career awareness program, "School is My First Job," highlights eight career clusters at the elementary level. Activities at the middle school level are designed to increase student awareness of the career cluster areas and provide opportunities for initial career planning. Through the Four-Year High School Planning Worksheet, students at the high school level refine their individual academic plan that provides the foundation for the selection of elective courses in a Career Pathway.

Collaboration—Recognizing that collaboration is the key to institutionalizing career developmental initiatives, the Career Education Department works closely with local business, community, educational and governmental entities to provide quality education for all students.

Coherence—Currently, teachers at the elementary level begin a Literacy Portfolio for each student that includes an at-risk tracking system and the results of assessments for each student. In middle school, students begin a Career Planning Portfolio that includes a Four-Year High School Plan and the results of the Career Interest Inventory. Through the Pathfinder curriculum at the high school level, students revise their Four-Year High School Plan, select a Career Pathway and develop an initial post-secondary plan of action that takes them to the next educational level.

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Coordination—The school board employs a Coordinator of Career Education to facilitate career development initiatives for the district. Initiatives include curriculum development, counselor, teacher and staff development, career awareness, exploration and planning material/events. The department conducts career planning seminars, assists in College/Career Night and holds career/job expos on an annual basis. Various career planning initiatives are embedded in the developmental guidance curriculum and are delivered by counselors and classroom teachers.

Competency—Broward County Public School's career development program is based on national/state career development competencies. From its inception in 1989, the Career Education Plan, K through 12, has been developed and refined using the National Occupational Information Coordinating Committee (NOICC) competencies.

Commercial Materials Utilized:
- Career Quest
- Dream Catchers Intermediate Career Activities
- Occupational Outlook Handbook
- The GUIDE
- American Careers magazine
- Enter Here video series
- Teenagers Preparing for the Real World
- DISCOVER
- Career Decisions
- College View

Non-Commercial Material Utilized:
- School is My First Job
- Career Education Teacher Resource Guide
- Footsteps to the Future – Career Education Plan, K through 12
- PreOccupation with Careers
- PATHFINDER
- Critical Thinking/Study Skills Curriculum Guide

Program Features—Broward County Public Schools' career education enhances the relevance of academic and occupational skills with the mastery of basic skills: awareness of attitudes, interests and abilities; exploration of career opportunities; and the development of a career plan. These are achieved through many initiatives such as community connections, career day activities, career/job expos and internships.

For more information contact:
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DAVID CITY JUNIOR/SENIOR HIGH SCHOOL
DAVID CITY, NEBRASKA

Grade Level: *Seven through Twelve*	Demographics: *Rural*

OVERVIEW

David City Junior/Senior High School has a population of approximately 330 students. The community is located in east central Nebraska, within an hour of Lincoln and Omaha. The town is a diverse community of approximately 2,600 people. Small industries and ag-related businesses, along with agriculture, are its main employers. There are two school systems located within the community — one parochial and one public. Some of our district's students enroll as ninth graders after completing their primary education in outlying K through 8 districts. All of the above makes developing a comprehensive career guidance program a unique challenge. Nevertheless, with the help of a dedicated staff, community leaders and parents, it has slowly become reality.

PROGRAM CHARACTERISTICS

Clarity of Purpose—While the Vocational Advisory Council has been in existence since 1983, it was not until approximately five years ago that the group concluded that more emphasis was needed in career guidance. As such, ex-officio members of the council, administrators and vocational educators agreed to work with the district school board and school counselor to develop a comprehensive program and activities that would be included in the school's new mission statement.

Commitment—Because of the recognized importance of a solid career guidance program by the faculty and administration, activities are incorporated into the classroom and student organizations. In two instances, career learning workshops are now integrated into the sophomore and junior classrooms. Other examples exist in middle school career awareness courses where counselors can work with small groups of students two days each week.

Comprehensiveness—Complete information related to work, education and training is provided to all teachers, students and parents during the career planning process. Career planning activities include 100% of the student population with additional help provided for special needs individuals. Teachers are provided with the latest trends in careers. Assessment activities that measure ability, aptitude, achievement and interest are incorporated into the career planning process. The school's career planning process is competency based, developmental and systematic. It addresses the needs of diverse populations.

Collaboration—The Vocational Advisory Council is the cornerstone of David City's career guidance program. It serves as a means of effective communication between vocational programs and community by formulating, recommending and evaluating policies and activities as they relate to the school's career guidance program. The Vocational Advisory Council advises on the activities performed by the student organizations connected with the career/guidance program, and assists deserving young people in locating long-term job opportunities.

Coherence—Each student develops, maintains and uses a documented career plan. The career plan is periodically reviewed and modified — at least once annually — with parents or others in order to monitor progress and relevance of career choices. Provisions are made for all students to access alternative education and work options relevant to their career goal.

Coordination—Coordinated career planning activities are evident throughout the instructional and learning process with staff providing hands-on experience and examples of application during the instruction and learning process. The responsibility for organizing and coordinating program activities is identified by the school counselor. The Advisory Council serves primarily as consultant and coordinates the career fair. Most of the activities are planned and implemented by teachers.

Competency—All student career plans include individual goals, expected outcomes and strategies for success. The program provides for a system of evaluating career plans and student competency attainment, such as a Work Keys assessment, PLAN test and other surveys. Follow-up data is used as a means of program evaluation and improvement.

Commercial Materials Utilized:
- Nebraska Career Information System (NCIS)

Non-Commercial/Local Materials Utilized:
- DCHS Sophomore Career Workshop
- Work Keys
- Career Portfolio

Program Features—The cornerstone of David City Junior/Senior High School's career guidance program is the Vocational Advisory Council. Established in 1983, it is comprised of nine parents and business leaders. This council aids in the development of the program's activities and goals.

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DEUEL SCHOOL DISTRICT
CLEAR LAKE, SOUTH DAKOTA

Grade Level: *K through Twelve*	Demographics: *Rural*
1998 NATIONAL HONOREE	

OVERVIEW

With limited district funds and a small School-to-Work grant, the rural district of Deuel has implemented a viable, system-wide approach to career education for its 700 students in grades K through 12.

PROGRAM CHARACTERISTICS

Clarity of Purpose—After the teaching staff spent a day on externships in area businesses, they, along with a group of business professionals, parents, administrators and students, determined the needs of a career education program. A grade-appropriate career education plan was developed. The focuses were career awareness and self-awareness in grades K through 5; self-awareness and career exploration in grades 6 through 8; and self-exploration and career preparation in grades 9 through 12.

Commitment—Strong commitment for the Deuel School career planning program has been demonstrated by the staff, administration, school board and the community of Clear Lake. Businesses, civic organizations, and parents, as well as adjacent, larger communities provide valuable support to the Deuel School career planning. K through 12 teachers are involved in the career planning process as are parents and a part-time School-to-Work Coordinator.

Comprehensiveness—In line with South Dakota's School-to-Work Vision and the Workforce Development Council Mission Statement, Deuel School strives to transform its classrooms into active learning environments. It provides relevant experiences to prepare students for first jobs, future careers and lifelong learning. This competency-based developmental K through 12 program is grounded in the South Dakota Comprehensive Guidance Model as it focuses on different areas and assessments at each level.

Collaboration—Collaboration has been important to the Deuel Career Education effort in many ways, including School-to-Work training programs for staff and administration and business people, Tech Prep consortium workshops, model site visits across the state, and workshops offered to teachers for college credit. Community collaboration and the assistance of the business community, especially with regard to job shadowing, mentoring and resources, have been integral to the success of the career education effort.

Coherence—Deuel School's K through 12 career education plan consists of a developmental method beginning with self-awareness, career awareness, and career exploration and career preparation. Students begin to assemble a memory book in grades K through 5. At the middle and high school level, the books contain relevant coursework, writing samples, assessment results, a resume and personal statistics to aid in future career explorations.

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Coordination—The School-to-Work Coordinator at Deuel School is responsible for the coordination of K though 12 activities, projects and endeavors. An integral part of the coordinator's job is to track activities, check for adherence to goals set by the School-to-Work committee, as well as guide and assist staff. The School-to-Work committee members meet regularly to determine progress, check goal attainment, plan activities and coordinate efforts. Luncheon meetings involving business professionals and school staff have proven useful in planning various School-to-Work programs and activities.

Competency—Students use several recognized assessments and activities to assess and reassess their individual career goals and exploration. Students use their career portfolios and the junior three-ring binder of pertinent materials to provide information on personal competencies. Follow-up surveys are sent to graduates for the purpose of reassessing career education goals after each career activity. They are encouraged to consider each activity – whether positively or negatively perceived – as valuable to their career plan reassessment. The South Dakota School-to-Work and Tech Prep guidelines, as well as the six-career cluster system utilized by the state of South Dakota, also provide continuity to assess competencies.

Commercial Materials Utilized:
- Career Explorer (Rick Trow Publications)
- Red Hot Job (Rick Trow Publications)
- Career Discovery Encyclopedia
- ACK! American Career for Kids magazine
- Dream Catcher curriculum
- Sunburst career videos
- How to Teach Children About Money
  by Peggy Houser
- Oriental Trading Company (Omaha, NE)
  multicultural dolls for Gr.2 unit

Program Features—Since 1994, when the school's first School-to-Work grant was received, Deuel's career education program has operated under the School-to-Work umbrella. This program's strength lies in its comprehensiveness and coordination, evidenced by activities occurring at all K through 12 levels. The program continues to expand and grow each year as students become more knowledgeable about career education and staff becomes more comfortable with the infusion of career education into the curriculum.

For more information contact:
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INTER-LAKES JUNIOR/SENIOR HIGH SCHOOL
MEREDITH, NEW HAMPSHIRE

Grade Level: *Pre-K through Twelve*	Demographics: *Rural/Suburban*

OVERVIEW

The mission of the Inter-Lakes School District is to inform and support the comprehensive career guidance program within the Inter-Lakes Schools, grades pre-K through 12. Members of the school, community, business, labor, parents and students have helped to shape the comprehensive career guidance program and continue to support it.

PROGRAM CHARACTERISTICS

Clarity of Purpose—The purpose and goal of the career development program is to develop a strategic plan for a comprehensive guidance and counseling program. More recently, the purpose and goals have also been to develop School-to-Career initiatives and district-wide school reform efforts, specifically a strategic plan.

Commitment—There is an on-going investment of resources from the parents and the business community to the program. Additions to the guidance and counseling staff and continued funding of the program budget for material resources allows counselors to devote more than 35% of their time to conducting individual planning conferences for students in grades 8 through 12. Business partnerships have been established through the School-to-Career initiatives.

Comprehensiveness—The program addresses the career planning needs of all individuals in a systematic way. The program structure has three components: the guidance curriculum, individual planning sessions, and counseling services. Counselors work with parents and teachers at the elementary, middle and secondary levels where career planning activities are conducted. The career planning program assures a variety of assessment activities, which provide data about measured abilities, aptitudes, achievement, levels of proficiency and interests.

Collaboration—Evening workshops for students, teachers, parents and the community are held to provide information about work, education and training. Workshops are followed up with individual planning conferences for both parents and students in grades 8 through 12. Parent participation in individual planning conferences has increased to more than 85% in recent years. The School-to-Career initiative is an integral part of the career development program. In addition, there is an active advisory council made up of employers, teachers, administrators, counselors and students who work as a team to define and achieve program goals.

Coherence—Key elements of the career planning program include the establishment of a career portfolio beginning in the eighth grade, the use of the Program of Studies and its four-year planning worksheet, and the parent information folder. Students' career plans are reviewed and updated on a regular basis through individual planning sessions. In-school and out-of-school work experiences are designed to offer all students a wide range of job tryouts that will teach them workplace skills and help them explore work options.

Coordination—The career development program is systematically and developmentally designed and implemented from K through 12 as part of the comprehensive guidance and counseling program. Responsibility for the organization and coordination of all aspects of students' educational and career planning is shared between and among the district and building administrators, school counselors and teachers.

Competencies—A variety of assessment tools are used to identify student competency attainment. Teachers, counselors, workplace supervisors and students themselves assess students' goals, guidance curriculum, expected outcomes and competencies and district-wide exit outcomes. Survey results are published annually.

Commercial Materials Utilized:
- Career Portfolio
- Career Planner
- Parent Information Folder
- CHOICES (CIS)
- ASVAB
- JOB-O
- California Achievement Test

Non-Commercial/Local Materials Utilized:
- New Hampshire Comprehensive Guidance & Counseling Program evaluation materials
- In-School Work Experience Assessments
- Program of Studies, Four-Year Plan, career clusters
- New Hampshire Frameworks assessments
- Senior Survey
- School-to-Career Brochure (local)

Program Features—The comprehensive guidance and counseling program is designed to meet the personal/social, educational and career needs of all students. The career development component has a defined structure and developmental strategies that are reviewed and evaluated yearly. The involvement and commitment of community, business, parents, teachers and students in the school district's strategic planning and implementation has helped significantly.

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J.A. ROGERS ACADEMY of LIBERAL ARTS & SCIENCES
KANSAS CITY, MISSOURI

Grade Level: *Six through Eight*	Demographics: *Urban*

OVERVIEW

The program "Making Connections" is based on the Integrated Thematic Instruction (ITI) model, which integrates career awareness activities in students' academic classes. The ITI Model stresses the importance and acquisition of lifelong guidelines and skills. Making Connections is designed to utilize the resources of the teachers and staff to enhance the students' connections between today's learning and tomorrow's work.

PROGRAM CHARACTERISTICS

Clarity of Purpose—As part of the guidance program and school curriculum, Making Connections offers all students a strong foundation in careers and career awareness. Students have the opportunity to research different careers and educational requirements. Students participate in self-discovery, career investigation and career awareness activities. Teachers, staff and community members contribute to the program.

Commitment—Making Connections has received support from several different sources to ensure its success. The Career Technology Education Department donates guidance, planning, expertise, materials and transportation. The special project teachers implement a school-to-work curriculum in their classes. Counselors coordinate activities, arrange programs and ideas, and teach career awareness activities. A licensed social worker conducts small therapy groups. Parents and volunteers donate their time to talk about work experiences, to tutor and to chaperone field trips.

Comprehensiveness—The Making Connections program has a broad-based scope and an extensive sequence. The program integrates academic and career planning skills, lifelong guidelines and life skills. All students at J.A. Rogers participate in career-related classroom guidance activities. Every student in the sixth, seventh and eighth grade participates in career awareness activities. Students participate in field trips to universities, museums, government agencies and private businesses. The scope of the project includes classroom and computer lab participation, field trips, follow-up activities and classroom guidance exercises.

Collaboration—The J.A. Rogers Academy has received contributions and formed partnerships with the following: the Kansas City Police Department, Southwestern Bell, Kansas City Museum, Farmland Industries, Central Missouri State University, parent volunteers and others.

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Coherence—In the middle school program, the students learn concepts and skills at each level that build upon those taught in preceding grades. The teachers, counselors, technology coordinator, business consultants and the community teach at each grade-level. The program is designed to show students the connection between their middle school experience and the workplace, as well as preparation for high school.

Coordination—The counselors coordinate the program with input from the faculty and assistance from the Career Technology Education Department. The teachers provide class time for guidance lessons and guest speakers and conduct follow-up activities. The Career Technology Education Department donates resources and materials and plans field trips. The counselors teach guidance lessons on careers, cooperation, decision making and goal setting, as well as help with field trips.

Competency—The Making Connections program requires students to complete a series of self-knowledge inventories in order to complete a career plan and participate in goal setting activities. Students develop a portfolio of information about themselves, their career choices and relevant skills. Students research different high schools in the school district in order to make informed decisions about high school attendance.

Commercial Materials Utilized:
- Grady Portfolio
- Dream Catchers-Developing Career & Educational Awareness

Non-Commercial/Local Materials Utilized:
- Career Plan
- Missouri Comprehensive Guidance Competencies & The Show-Me Standards Cross Reference
- Job/Business/High School Notebooks
- Follow-up evaluations

Program Features—The J.A. Rogers Academy's Making Connections program allows students to prepare for high school and beyond through a wide variety of activities that increase students' knowledge of themselves and their career goals. With this knowledge, learners can focus on high school with confidence and direction and begin working toward life goals.

For more information contact:
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J. A. Rogers Academy of Liberal Arts & Sciences
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LAKE CITY HIGH SCHOOL
LAKE CITY, SOUTH CAROLINA

Grade Level: *Nine through Twelve*	Demographics: *Rural*

OVERVIEW

In 1993, Lake City High School joined the Southern Regional Education Board's *High Schools That Work (HSTW)* initiative as a pilot site. In accordance with the key goals of *HSTW*, a career guidance program, Planning and Advisement for Careers (PAC) was started. Using school, faculty and community resources, PAC's aim is for students, parents and teachers to comprehensively plot the student's future.

PROGRAM CHARACTERISTICS

Clarity of Purpose—Lake City High School recognizes that today's youth must be prepared for a rapidly changing, technologically advanced workplace that requires improved academic skills, increased technical skills and updating the knowledge to plan for and make wise career decisions.

Commitment—Several audiences have demonstrated their commitment to the systematic and sequential career planning process. Local business and industry have committed time and resources to the *HSTW* initiative, sponsoring job fairs, school-to-work opportunities, speaking at career fairs and serving on various committees and councils. Parents take time to attend the PAC conference, discuss their student's career plans, and approve or revise their student's four-year plan.

Comprehensiveness—Students are offered a broad curriculum in four career clusters representing anticipated workforce demands for the 21st century. Career planning begins in kindergarten between parents and counselors using the career planning guide. Kindergarten and elementary students participate in career awareness activities; junior high students participate in career exploration activities; and high school students participate in career development and planning activities. These activities are structured, developmental, and sequential and have specified outcomes and competencies for all students. The career planning program assures a variety of assessment activities, which provide data about measured abilities, aptitudes, achievement, levels of proficiency and interests.

Collaboration—Career assessment folders are created in junior high school and are passed on to the high school. Scheduled parent/student/teacher conferences are held each semester. During the spring semester the parent and advisor measure the student's progress. Parents also receive a monthly newsletter. Community programs such as Job Expo and Teen Companion, as well as job fairs, enable students to become acclimated with work-related responsibilities.

Coherence—Although PAC officially begins in grade 9, career awareness begins in kindergarten. Students begin to build their career portfolios at the end of grade 5, and these are passed on to successive schools. In grade 8, students are assigned to a high school advisor. Beginning in grade 9, the portfolio is expanded to include materials relating to course selection. Students also have monthly PAC meetings to explore career options.

Coordination—Responsibility for coordination of career planning begins with a faculty team comprised of guidance counselors and staff members. Parents are kept abreast through mailings and telephone contact. Community coordination is conducted through committees and councils, each representing different areas of student development.

Competencies—Tests and appraisal programs are selected that best help students identify their abilities, aptitudes and interests. Students acquire competency through school and community-based learning opportunities. Competency achievement is noted in the student's career folder. Individual competencies are systematically assessed through monthly PAC activities in addition to one-on-one counseling sessions. Information about the results of the PAC program is shared with students, faculty, parents, employers and the community.

Commercial Materials Utilized:
- Career Direction
- Careers and Colleges
- Yes (Youth Excited about Success) magazine
- School-to-Work Guides
- DISCOVER Career Planning Guidebook
- The Occu-Find Booklet

Non-Commercial/Local Materials Utilized:
- A Guide to College Planning
- Tech Prep
- Career Planning Guide/Planning and Advisement for Careers (PAC)
- Lake City High School Act 135 Action Plan

Program Features—The Planning and Advisement for Careers (PAC) has allowed at least one faculty member to get to know and become an advocate for every student at the high school. Faculty members, as PAC advisors, have become the first link to the home, school and community.

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LINCOLN COLLEGE PREPARATORY ACADEMY
KANSAS CITY, MISSOURI

Grade Level: *Six through Eight*	Demographics: *Urban*

OVERVIEW

Lincoln College Preparatory Academy's Career Awareness Training for Students (CATS) program involves 600 students in grades 6 through 8 in a comprehensive curriculum to develop the life skills necessary to be successful in high school, post-secondary school, careers and society. The program promotes career exploration and planning for educational and career goals.

PROGRAM CHARACTERISTICS

Clarity of Purpose—The career programs promote the acquisition of life skills that will enable students to develop realistic career goals. In a society where the demands of the workforce fluctuate, where the roles of men and women change, students need to be adaptable. The program emphasizes the development of communication and interpersonal skills while helping students and parents become more aware of the changing workforce and its opportunities.

Commitment—The school district is committed to the career guidance program in schools. Lincoln College Preparatory Academy administration and staff support the program through classroom guidance lessons. The Career Vocational Education Department of the school district has committed to support programs in the schools. Support extends beyond the school to parental and community involvement.

Comprehensiveness—The career program at Lincoln College Preparatory Academy involves students in grades 6 through 8. Community organizations provide classroom and out-of-school career experiences for students.

Collaboration—Several community organizations have participated in in-school and out-of-school programs for students. The Urban League of Kansas City conducts weekly classroom lessons and holds an annual Career Day in which parents participate. The coordinator of Vocational Guidance, Placement/Follow-Up provides materials for the program.

Coherence—In sixth and seventh grades, the emphasis of career guidance is the development of life skills necessary for future success. In the eighth grade, a variety of activities and assessments are used to help students learn about themselves, their interests and abilities in order to develop realistic goals. Students complete application forms, practice interview skills and generate resumes.

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Coordination—The career program is enhanced by the participation of the faculty and administration. Additionally, the program was submitted to a parental committee for review and suggestions. The Career Technology Education Department has provided resources for materials and field experiences for students.

Competency—The eighth grade students compile a portfolio of assessment results, job information, career exploration, completed applications and resumes. A culminating activity is the completion of a four-year high school plan.

Commercial Materials Utilized:
- IDEAS (Interest, Determination, Exploration and Assessment System)
- Peterson's Four-Year Colleges
- Peterson's Two-Year Colleges
- Major Decisions: A Guide to College Majors
- Historically Black Colleges and Universities
- Student Career Interest Survey
- Career Discovery Encyclopedia
- Positively Learning to Manage Negative Emotions

Non-Commercial/Local Materials Utilized:
- Career Portfolio
- Resume Form
- Application Forms
- Four-Year Plans

Program Features—The Lincoln College Preparatory Academy program encompasses a wide variety of activities that increase students' knowledge of themselves and their career goals. Through the acquisition of life skills in the sixth and seventh grades and the comprehensive career activities in the eighth grade, the program provides students with knowledge and skills to work toward a realistic life goal.

For more information contact:
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Jim Munoz, Counselor
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McALLEN INDEPENDENT SCHOOL DISTRICT
McALLEN, TEXAS

Grade Level: *K through Twelve*	Demographics: *Urban*

OVERVIEW

The McAllen Independent School District Comprehensive Guidance and Counseling Program is based on *A Comprehensive Guidance Program for Texas Public Schools*, written by the Texas Education Agency. Each year, the district brings together parents, employers, professors, teachers, counselors, administrators and community partners to examine and update the program in a collaborative, coordinated effort.

PROGRAM CHARACTERISTICS

Clarity of Purpose—The goal of the Comprehensive Guidance and Counseling Program is for all students to take a carefully planned, coherent sequence of courses that will allow them to enter the workplace as successful and productive citizens or to seek advanced education or training. This is made possible only with the cooperation of the total community.

Commitment—The Board of Trustees, staff, parents, students and community are all involved in the many planning efforts. The district has increased counseling and support staff to raise the ratio of counselors to students and to allow counselors more time to spend with students.

Comprehensiveness—Elementary students receive career awareness lessons from teachers, counselors and community volunteers. In middle school, standardized tests are administered in English and Spanish to all students. During career awareness week, counselors share interest and aptitude results with students, provide a district-made Career Pathways booklet, and facilitate meetings with parents to discuss career planning and high school course selection. High school students use career technology labs to research their middle school career choices and possibly alter their chosen career paths. Students present their career plans to their peers, prepare for interviews and develop electronic portfolios for future use.

Collaboration—District-wide administrators, teachers, counselors, students, parents, business and industry partners, community agencies, and post-secondary representatives meet each February to examine and update the program. Through these partnerships, McAllen Independent School District strives to meet each student's lifelong needs with career planning skills.

Coherence—Elementary school students are given an overview of career options and required skills. Eighth grade students choose a career pathway based on their knowledge of careers and skills and on the results of interest and aptitude surveys. Students map out their four-year high school plans in a "Planning for My Future" booklet developed by secondary district counselors and a community committee. Each year, students review their plans with teachers, counselors and parents and make changes as necessary.

Coordination—McAllen Independent School District's coordinator of guidance and counseling administers the program for all grades. At every scholastic level, specific activities take place to prepare students for the world of work. From kindergarten lessons on social skills and school rules to senior sessions on financial aid applications, resumes and interviewing skills, counselors and teachers continually emphasize career awareness and planning.

Competency—The Counseling and Guidance Program is a comprehensive system through which all students are encouraged and equipped to evaluate, review, and plan for their futures. As a pilot site for the Texas State Occupational Information Coordinating Committee, McAllen students are followed after graduation to determine how many pursue post-secondary education, what schools they attend, what they study, and what jobs they hold. Statistics show that increasing numbers of McAllen students are passing state academic competency tests, attending college and taking rigorous courses. The number of students taking SAT/ACT exams has increased.

Commercial Materials Utilized:
- Career Occupational Preference Systems (COPS)
- Career Ability Placement Survey (CAPS)
- ADVANCE Spectrums, Inc. Job Skills Inventory

Non-Commercial/Local Materials Utilized:
- The Career Pathways Booklet: A Plan for Your Future
- The District Curriculum Bulletin
- The District Pre-Registration Card
- Career Pathways Video

Program Features—Partnerships among school, students, parents and community have led to measurable success for the graduates of McAllen Independent School District. A carefully planned, coherent curriculum allows students to enter the workplace as successful and productive citizens or to seek advanced education or training.

For more information contact:
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MOUNTAIN POINTE SCHOOL
PHOENIX, ARIZONA

Grade Level: *Nine through Twelve*	Demographics: *Urban*

OVERVIEW

Mountain Pointe High School is strongly committed to preparing all students for meeting the challenges and changes of the 21st century. The career education program, based on the Arizona Career Pathways concept, is an integral part of the school's mission to empower all students to realize their potential. The Comprehensive Competency-Based Guidance and Counseling Program management and delivery system is focused on all students. Through the collaborative efforts of school, home, community and business, all Mountain Pointe students will develop measurable skills in the career, educational and personal/social domains.

PROGRAM CHARACTERISTICS

Clarity of Purpose—Mountain Pointe School's Career Pathways model holds great promise for improving the education of all students. It helps our students see the "big picture" by showing them the relevance of their high school education to their ultimate goals.

Commitment—The curriculum is developmental in nature and is delivered in a systematic and sequential manner. Care is taken to insure that the career planning process is comprehensive and on-going. A career education counselor manages the career domain and devotes 99% of his/her time to meet with students, write curricula, and collaborate with school, community and business personnel. Students from middle schools transition to Mountain Pointe High School in the Career Pathways program through a tri-district articulation process.

Comprehensiveness—Career education at Mountain Pointe High School incorporates an outcome-based, curriculum-driven approach, which includes career, educational, and personal/social goals with measurable student competencies. Care is taken to consider the sensitivity and diversity of each individual.

Collaboration—The Mountain Pointe High School community recognizes and promotes the importance of cooperative interdependence and the sharing of educational responsibility between the school, the home and the community. Mountain Pointe High School realizes the important role that parents play in their student's career choice and includes parents in the process of their student's Career Pathway selection. This focus develops partnerships among parents, business leaders and professionals in the community. It is a constant and vital component in the education of all students.

Coherence—The education and training portfolio, which begins in the ninth grade and leads to a concrete action plan in twelfth grade, provides the student with documentation of his or her selected career pathway. Possible selections include: arts and communications, business systems, engineering and industrial systems, health services, natural resources, and social and human services.

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Coordination—The Career Pathway program is the result of coordination among school, state, university, community and business personnel. Various mentors work with students to provide a wide variety of resources related to the career pathway areas. High school counselors work with college and middle school counselors to coordinate transition strategies related to career education opportunities for all students.

Competency—Student career plans are organized in individual career portfolios and are housed in the Guidance Career Center. Counselors and teachers write interesting, interactive lesson plans and teach competencies to all students. Progress is monitored by pre- and post-competency checks.

Commercial Materials Utilized:
~ IDEAS Paper and Pencil Inventory
~ CHOICES Career Computerized Program
~ ACT-PLAN Test
~ ASVAB
~ CAPS Test
~ EVIT VALPAR Assessment

Non-Commercial/Local Materials Utilized:
~ Career Portfolio
~ Counselor Designed Lesson Plan Activity Sheets/Units/news articles
~ Guidance Brochures
~ Career Pathways Materials

Program Features—Mountain Pointe's Comprehensive Competency-Based Guidance and Counseling Program provides the framework for the creation of Career Pathways for all students. The areas of career, education and personal/social development are coordinated efforts among counselors, parents, community and business members to provide students with a concrete focus.

For more information contact:
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Fax: (602) 759-8458

PROVO SENIOR HIGH SCHOOL
PROVO, UTAH

Grade Level: *Nine through Twelve*	Demographics: *Urban Suburban*

1998 NATIONAL HONOREE

OVERVIEW

Provo Senior High serves almost 2,000 students in grades 9 through 12. The Provo High student population is the most ethnically diverse south of Salt Lake City. Provo City, population 98,000, has students living in urban and suburban areas. The 28,000 students who attend Brigham Young University are included in this total. Major employers include Novell Inc., Brigham Young University, Intermountain Healthcare (Utah Valley Regional Medical Center), and Utah Valley State College.

PROGRAM CHARACTERISTICS

Clarity of Purpose—The purpose of Provo's program is to help students make the decisions necessary so that high school can be of the most possible value. They are able to do this with the shared understanding and participation of school, family, business and community members.

Commitment—The school believes that commitment means the extent to which there is on-going investment of resources to the program from the school, parent groups, business and community. The Counseling Center has ten staff members, four of whom are counselors. Counselors spend 40% of their time in individual planning with students. Utah state legislators set the tone for the Comprehensive Counseling and Guidance process by providing more than $4.5 million annually in on-going funds for schools which meet the guidelines for the Utah State Comprehensive Counseling and Guidance Program. Provo High was a pilot school for this program.

Comprehensiveness—A career program that is comprehensive addresses the career planning needs of all individuals in a systematic and equitable way. All ninth grade students begin their education/career planning in the required Student Education Occupation Plan (SEOP) class. Administration of the Career Planning Survey (CPS) begins the SEOP process. Students then participate in orientation and exploration activities for their individual interest areas through the CHOICES program. Students, with input from parents, teachers and counselors, select a Next Step Planning Education-Career Pathway based on exploration and CPS information. The goal of Next Step Planning is to help students prepare for entrance into a four-year university program, entrance into full-time employment or any training level in between.

Collaboration—The success of the program depends on the school, home, business and community sharing the ownership by providing education-career updates, internship opportunities, volunteer programs, seminars and distance learning.

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Coherence—With Next Step Planning, each student selects a specific education/career pathway and enters a four-year plan into the Pathways computer system. This Pathways program was developed in 1995-1996 by a tenth grade student in an advanced computer programming class. Beginning with the 1996-1997 academic year, every student has his or her education/career pathway listed on the credit evaluation which tracks progress toward graduation, class schedule and the four-year plan of that student.

Coordination—The developmental and systematic nature of Next Step Planning requires articulation with school departments, with post-secondary institutions, and with feeder schools. Next Step Planning ensures that students follow a sequential development of competencies as they successfully progress through their pathway. Ninth grade teachers in SEOP, geography and English have designed an interdisciplinary curriculum as one means of supporting this interdisciplinary approach. Community Service curriculum in the Business of Living, American Problems, and Choir and Chorale classes further enhance this interdisciplinary approach.

Competency—Because Next Step Planning coordinates directly with courses offered, success in those courses gives on-going verification of competency in the student's education/career pathway. Each student's documentation of competency consists of a resume, letters of recommendation, skills certifications and participation certificate. Provo High provides students with personalized binders and presentation pages for the Next Step Passport.

Commercial Materials Utilized:
- ParentLink

Non-Commercial/Local Materials Utilized:
- Next Step Passport
- Next Step Planning Education Career Pathways

Program Features—Students spend one semester in a 12-step Student Education Occupation Plan (SEOP)/Information Processing class. The steps are designed to help students prepare to make the decisions necessary so that high school can be of the most possible value. The *Next Step Planning* materials guide the process. Students determine their high school goals in preparation for their chosen career pathway. They input their decisions and course sequences into the Computer Pathway Program. After taking related Pathway courses, internships are offered in the Next Step Link, providing students with quality "on-the-job" experience relating to their current interests and career goals. Students prepare a Next Step Passport to present to prospective employers, scholarship committees or others who have potential impact on the student's future.

For more information contact:
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ROLLA JUNIOR HIGH SCHOOL
ROLLA, MISSOURI

Grade Level: *Eight through Nine*	Demographics: *Rural*

OVERVIEW

Rolla Junior High School's career planning program is a collaborative effort between the school district, business, community, parents, students and post-secondary institutions. The program includes preparing for college, vocational school or work, field trips and job shadowing. Beginning in the seventh grade, students build a portfolio that is used to record their four-year plan, extracurricular activities, work experience and career-under-consideration. The portfolio changes according to the student's pathway.

PROGRAM CHARACTERISTICS

Clarity of Purpose—The Rolla Junior High School works to provide a strong, developmentally appropriate academic and vocational skills base. It concentrates on developing the intellectual, artistic, emotional, physical and social skills necessary to ensure students' successes in a competitive society. The Career Pathways program works to relate students' career choices to their high school education.

Commitment—Parents, employers, and representatives of local business, labor and industry have joined forces with Rolla Junior High School's Career Pathways instructor to provide information students need to make decisions for high school and beyond.

Comprehensiveness—At the core of the Career Pathways program are the students. Students are expected to utilize information gleaned from guest speakers, field trips, research and other sources when choosing a career. The program has a working partnership with local business labor and industry, as well as the local technical school, junior college and university. At least two speakers from the community visit the careers class each week.

Collaboration—Students benefit from a close working-relationship with counselors who review plans and aid in assessment. Counselors provide a link to business, industry and post-secondary education to help students choose a high school academic plan that supports their long-term goals. Parents are encouraged to guide students in their decisions through one-on-one interaction and as guest speakers.

Coherence—Students of Rolla Junior High School begin work in seventh grade to plan for a career and a path through high school to help achieve the goals set. Relationships among counselors, teachers, parents, community members and post-secondary educators help the students plan their four years in high school in support of their career choices.

Coordination—The Career Pathways coordinator ensures that students' career planning needs are met by facilitating meetings with representatives from middle schools, junior and senior high schools throughout the school system. The coordinator also ensures that the business community stays involved by making guest speakers, field trips and career fairs available to students.

Competency—Student competency is measured by his or her presentations of information learned regarding their selected career pathway. Student portfolios and learning logs are also evaluated to determine each student's progress within the program. Follow-up data suggests that students who graduate from high school have a good chance of finding employment.

Commercial Materials Utilized:
- Keys for Tomorrow
- American Careers magazine
- Getting the Job You Really Want

Non-Commercial/Local Materials Utilized:
- Budget Planning Sheets
- Interview Techniques
- Guest Speaker Questions
- Filling Out Applications
- Correct Speech
- Job Expectations
- Methods of Finding Work
- First Impressions
- Video Tapes of Presenters

Program Features—Rolla Junior High School's Career Pathways exploratory course is designed to give focus and direction to the selection of a high school course of study and to emphasize the skills needed for employment. The course includes career investigation, career planning and career exploration. Students are involved in activities designed to expand career awareness, to help them develop a four-year plan for high school, to relate high school classes to possible career choices and to explore a variety of long-term options.

For more information contact:
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Rolla Junior High School
1360 Soest Rd.
Rolla, MO 65401
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Fax: (573) 364-8438

TALBOT COUNTY PUBLIC SCHOOLS
EASTON, MARYLAND

Grade Level: *Pre-K through Twelve*	Demographics: *Rural*

OVERVIEW

The Talbot County Board of Education strongly believes that all students are career bound and are, therefore, entitled to career awareness activities from pre-K through grade 5, career exploration in grades 6 through 8, and career preparation in grades 9 through 12. Using the National Occupation Information Coordinating Committee (NOICC) Competencies and Indicators as a guideline, Talbot County Public Schools developed a comprehensive pre-K through grade 12 career development plan.

PROGRAM CHARACTERISTICS

Clarity of Purpose—The Maryland State Department of Education Division of Career, Technology and Adult Education's goal is that 95% of Maryland's graduates will be prepared to enter post-secondary education/training, employment, or both. The Talbot Advisement Program (TAP) was developed to help students develop a life plan.

Commitment—The strength of TAP is the commitment of the administrators, teachers, guidance counselors, business and community leaders, parents and students since the program began three years ago. TAP involves more than 150 staff members at Easton High School, Easton Middle School and St. Michael's Middle/High School.

Comprehensiveness—NOICC competencies provide the basic guideline for TAP and ensure that students at each grade level are involved in career activities. At all grade levels, teachers infuse the curriculum with career activities. Field trips are considered an important part of the overall experience.

Collaboration—The Talbot Chamber of Commerce, St. Michael's Chamber of Commerce and St. Michael's Business Association work with TAP to provide guest speakers, career fairs, mentors for job shadowing, internships and work experience programs. Talbot County also has a partnership with Chesapeake College and the counties of the upper shore to share career development concerns and issues.

Coherence—Since all Talbot County students are career bound, students at every grade level work toward acquiring the knowledge and skills they will need to choose a career path and pursue the job they desire. The business community helps students develop interviewing skills and workplace attitudes. Each graduating senior has a resume, cover letter and follow-up letter to refer to in the future.

Coordination—Career development is the responsibility of all staff. Everyone is provided with the career development model, a working document. A career development committee provides information and updates on trends in career development. The Career Development newsletter is published three times each year to update all staff members on trends and activities within the school system.

Competency—TAP provides students with the opportunity and materials to plan ahead, from the beginning of their academic careers, to research and select a career path and set their academic goals as part of their life plan.

Commercial Materials Utilized:
- "Enter Here," an Audiovisual Encyclopedia of Job Opportunities
- Get Your Career in Career Video and Pamphlets
- Looking at Our Community through Career Paths
- Occupational Guidance Series
- "Real Life" Game
- St. Louis Public Schools Career Education Program
- The School-to-Work Series

Non-Commercial/Local Materials Utilized:
- Program of Studies Booklet
- 5-Year Plan of Study
- Advisement Program Brochure
- Community-Based Experience Opportunities Brochure
- Service Learning in Talbot County Schools Brochure

Program Features—At the elementary level, parent centers and guidance counselors provide career information and resources to students, parents and teachers. Career awareness units embedded throughout the elementary curriculum are critical aspects of the Career Awareness Program (CAP). In middle school, the program helps students begin to focus on the 15 career clusters and the five broad Career Pathways which helps them decide on a career major. In high school, students enter the Career Preparation phase.

For more information contact:
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Easton, MD 21601
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Fax: (410) 745-9939

APPENDIX A

KEY CONTACT LIST—1998 APPLICANTS

STATE	APPLICANT NAME	POINT OF CONTACT	GRADE LEVEL
ARIZONA	Mountain Pointe High School 4201 E. Knox Road Phoenix, AZ 85044	Cheri Mabbit (602) 759-8449	9-12
CALIFORNIA	San Diego City Schools 1775 Chatsworth Blvd., #193 San Diego, CA 92107	Robert Atterbury (916) 657-3447	K-12
CONNECTICUT	Lyme-Old Lyme High School 69-1 Lyme Street Old Lyme, CT 06371	Joanne Hedwall (860) 434-1651	K-12
CONNECTICUT	Montville High School Old Colchester Road Oakdale, CT 06370	Scott Hamilton (860) 848-1285	9-12
FLORIDA	Broward County Public Schools 600 SE Third St. Fort Lauderdale, FL 33301	Betty Talley (954) 768-8971	Pre-K-12
FLORIDA	Volusia/Flager Career Connection Consortium 729 Loomis Avenue Daytona Beach, FL 32114	Lisa Guess (904) 255-6475	9-12
IDAHO	Kuna High School 1360 Boise Street Kuna, ID 83634	DebAnn Rippy (208) 922-1002	7-12
INDIANA	Pike High School 6701 Zionsville Road Indianapolis, IN 46268	James MacGregor (317) 387-2623	8-12
MARYLAND	Baltimore County Public High Schs 6901 Charles Street Towson, MD 21204	Rowland Savage (410) 887-4194	Pre-K-12
MARYLAND	Talbot County Public Schools P.O. Box 1029 Easton, MD 21601	Audrey Gunn (410) 822-4180	Pre-K-12
MICHIGAN	Sanilac Career Center 175 East Aitken Road Peck, MI 48466	Eric Wild (810) 648-4700	7-12
MISSOURI	J.A. Rogers Academy of Liberal Arts and Sciences 6400 E. 23rd St. Kansas City, MO 64129	Felix Withowicz (816) 871-6286	6-8

MISSOURI	Lincoln College Preparatory Academy 2012 E. 23rd St. Kansas City, MO 64127	Cheryl Corney Jim Munoz (816) 481-3539	6-8
MISSOURI	Rolla Junior High School 1360 Soest Road Rolla, MO 65401	Rhoda Shore (573) 364-3014	8-9
NEBRASKA	David City Junior/Senior High School 750 D St. David City, NE 68632	Jerry Wiggens (402) 367-4396	7-12
NEW HAMPSHIRE	Inter-Lakes Junior/Senior High School One Laker Lane Meredith, NH 03253	Carol Brook (603) 279-4664	Pre-K-12
OHIO	Akron Public Schools 65 Steiner Avenue Akron, OH 44301	Dick Hoover (330) 761-3157	K-12
OKLAHOMA	Clayton High School Pine Street/POB 190 Clayton, OK 74536	Linda Hairrell (918) 569-7908	9-12
SOUTH CAROLINA	Lake City High School 652 B. Matthews Road P.O. Drawer 1569 Lake City, SC 29560	Lynda Hawkins (803) 394-8529	9-12
SOUTH CAROLINA	Alston Middle School 500 Bryan Street Summerville, SC 29483	Janet Hilton (803) 873-3890	6-8
SOUTH DAKOTA	Central High School 225 Third Ave. SE/POB 4203 Aberdeen, SD 57401	Kimberly Klostergaard (605) 626-7923	10-12
SOUTH DAKOTA	Deuel School District 410 Fifth St., West P.O. Box 770 Clear Lake, SD 57226	Linda Goodroad (605) 874-2162	K-12
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TEXAS	McAllen Independent School District 2000 N. 23rd St. McAllen, TX 78501	Glenda McClendon (956) 618-6098	K-12
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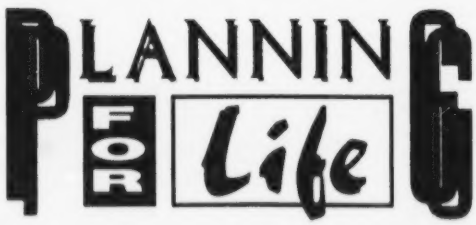

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